



School Quality Standards Status Report: 2006-07 School Year

[Click here to view the complete School Quality Standards](#)

Before starting, please review the following notes and helpful hints.

All questions must be answered before you can successfully submit your Status Report. If you exit the Report before finishing it, your responses will not be saved and you may not submit a partially completed Report. We strongly suggest that you spend some time reading and thinking about your responses to the Report (and exploring the underlined linked resources) before starting to complete it. You may also want to print out a hard copy (use the "Print Status Report" button at bottom of status report) and use it as a worksheet; fill out your responses on it, and then transcribe them onto the online form.

Steps for completing the Status Report:

1. Respond to every question on the Status Report online.
2. When you have finished the online Status Report, use the "Print Status Report" button to print out a hard copy of the Report. To officially complete your school's report, you must mail to the Department the last page of the report (the "Signature Page") which includes spaces for the hard-copy signatures of the school principal, superintendent and school board chair. More detailed instructions can be found at the end of the Report. This Signature Page must be completed and mailed to the Department by February 16, 2007.
3. Print out a hard copy of your completed report for your own records.
4. After printing your Status Report, click "Submit" (found underneath the Print button on the bottom of the Signature Page) to submit your responses to the Department.
5. Your Status Report must be completed online and your Signature Page mailed to the Department by February 16, 2007. Your school's Status Report will not be officially complete until the Department receives the Signature Page.

If you have any questions about the status report, please contact Susan Hayes (802) 828-5892 or susan.hayes@state.vt.us or Kathy Blanchard (802) 828-5404 or kathy.blanchard@state.vt.us

*** 1. Please provide the following information:**

School Name _____
School Principal _____
School Code _____

2120: Reporting

*** 2. School will biennially complete the School Quality Standards Report and report on its findings to the community in an understandable and comprehensive form.**

- ☐ Yes
☐ No

2120.1: Action Plans

- * **3. School has developed and implemented an action plan designed to improve performance for all students.**

☐ Yes
☐ No

- * **4. Action plan was developed with the involvement of school board members, students, teachers, administrators, parents and other community members**

☐ Yes
☐ No
☐ N/A (School has not yet developed action plan)

- * **5. The plan was developed using student performance data obtained from state and local assessments and other information related to student performance which may include, but not be limited to, dropout and retention rates, attendance, course enrollment patterns, and graduation rates.**

☐ Yes
☐ No
☐ N/A (School has not yet developed action plan)

- * **6. Plan contains goals and objectives for improved student learning and educational strategies and activities specifically designed to achieve the goals, including professional development of administrative and instructional staff.**

☐ Yes
☐ No
☐ N/A (School has not yet developed action plan)

- * **7. Plan contains strategies and supports to ensure the school maintains a safe, orderly, civil, and positive learning environment which is free from harassment, hazing, and bullying.**

☐ Yes
☐ No
☐ N/A (School has not yet developed action plan)

- * **8. The school board approved the plan.**

☐ Yes
☐ No
☐ N/A (School has not yet developed action plan)

- * **9. The plan is reviewed at least annually for its effectiveness toward meeting the stated goals and**

is revised as necessary based on current student performance data.

- ☐ Yes
- ☐ No
- ☐ N/A (School has not yet developed action plan)

2120.2.2: Local Comprehensive Assessment System

- * 10. School has developed a Local Comprehensive Assessment System that assesses students in those Framework or comparable standards associated with the Fields of Knowledge and Vital Results that are not assessed through the State Assessment System.

[Click here for Department guidance about Local Comprehensive Assessment.](#)

- ☐ Yes
- ☐ No

- * 11. The school's Local Comprehensive Assessment System is: (check all that apply)

- ☐ Aligned with the Framework, of which the [Grade Expectations](#) are an important part
- ☐ Enables decisions to be made about instruction, professional development, and educational resources and curriculum
- ☐ Employs a balance of classroom and school-level assessments
- ☐ System is still under development

- * 12. Please indicate the progress your school is making toward development of local assessment in the following *required* content areas. (You must choose a response in each of the drop-down menus in the matrix.)

Has your school developed a local assessment system in:

	K-4	5-8	9-12
English Language Arts (including reading)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Math	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Physical Education	<input type="text"/>	<input type="text"/>	<input type="text"/>
Comprehensive Health	<input type="text"/>	<input type="text"/>	<input type="text"/>

13. If your comprehensive assessment system is under development in any of the required content areas, please describe the progress you are making and when you anticipate the system will be completed.

* 14. Has your school developed local assessment in the the *elective*, Technology Education, *in grades K-4*?

- ☐ Yes
☐ No
☐ N/A

* 15. Please select the *elective* content areas *in grades 5-8* for which your school has developed local assessment.

- ☐ Technology Education
☐ Family & Consumer Sciences
☐ Design and Technology Education and Technical Education
☐ World Languages
☐ N/A

* 16. Please select the *elective* content areas *in grades 9-12* for which your school has developed local assessment.

- ☐ Technology Education
☐ World Languages
☐ Family & Consumer Sciences
☐ Design and Technology Education and Technical Education
☐ N/A

* 17. Performance criteria of the assessment system are clear and communicated to teachers, administrators, students, parents and other community members.

- ☐ Yes
☐ No
☐ N/A (System is under development)

* 18. Students and parents are informed on a regular basis regarding progress toward meeting the standards in the Framework of Standards or comparable standards.

- ☐ Yes
☐ No

* 19. School has developed and adopted policies on grade advancement.

- ☐ Yes
☐ No

2120.3 Reporting of Results

* 20. School reports student performance results to the community at least annually in a format selected by the school board. Reports do not reveal personally identifiable information.

- ☐ Yes
☐ No

* 21. Report contains all elements listed in [School Quality Standard 2120.3 including:](#)

- ☐ Information indicating progress toward meeting student performance standards from the most recent measures taken
- ☐ Information about the health and social well-being of children in the school district
- ☐ Information indicating progress toward meeting the annual goals of the action plan
- ☐ Any other statistical information about the school or community that the school board deems necessary to place the student performance results in context
- ☐ Information about early reading instruction provided under [16 V.S.A. §2903 \(c\)](#)
- ☐ Early care and educational opportunities available to children
- ☐ Community support available to children
- ☐ A description of how the school ensures that each student receives appropriate career counseling and program information regarding education and apprenticeship program offerings at technical centers
- ☐ If the school is a secondary school, data describing student participation in technical education, regional job opportunities and the number of graduates from the previous year who have entered post-secondary education, the military, and the job market
- ☐ Information and supporting data presented in a manner designed to protect student confidentiality on the following: student attendance, including unexcused absences, student discipline, and if the school is a secondary school, dropout and graduation rates

2120.4: Needs-Based Professional Development

* 22. School has developed and implemented a school-wide system of appropriate needs-based professional development for all professional staff (administrators, other staff involved in student instruction, paraprofessionals).

- ☐ Yes
☐ No (please describe the progress your school is making toward meeting this standard)

--

* 23. The system was designed, after research and data collection, to enhance the skills and abilities of staff to improve student performance in relation to the Framework or comparable standards.

☐

Yes

☐

No

☐

N/A (School has no system)

* 24. Professional development system is aligned with staff evaluation and supervision policies, action plan and district-wide goals.

☐

Yes

☐

No

☐

N/A (School has no system)

* 25. Professional development system provides new professional staff with appropriate training.

☐

Yes

☐

No

☐

N/A (School has no system)

* 26. Professional development system puts new professional staff members in contact with the local and regional standards boards to establish an Individual Professional Development Plan (IPDP) for the licensure period.

☐

Yes

☐

No

☐

N/A (School has no system)

* 27. Professional development system includes a structured mentoring component in order to provide training, orientations, assistance and support.

☐

Yes

☐

No

☐

N/A (School has no system)

* 28. The specifics of each component of the mentoring program have been determined by the school board, after members have reviewed [Guidelines for Developing Successful Educator Mentoring Programs](#) recommended by the Vermont Standards Board for Professional Educators.

☐

Yes

☐

No

☐

N/A (School has no mentoring component)

2120.5 Staff Evaluation

* 29. Staff evaluation programs and policies are designed and implemented with the goal of improved student outcomes.

- ☐ Yes
☐ No

* 30. Staff evaluation programs and policies are consistent with [16 V.S.A §1752\(b\)](#) and address: (check all that apply)

- ☐ The needs of all staff, including administrators, and pay particular attention to teachers who are new to the profession and new to the school or are in need of improvement in terms of instructional practice
☐ Content knowledge
☐ Working relationships with colleagues, parents, and community members

* 31. Evaluation is provided regularly for all staff beyond any initial two-year period.

- ☐ Yes
☐ No

2120.6 Access to Technical Education

* 32. Schools with grades 9-12 offer genuine access to technical education programs.

- ☐ Yes
☐ No
☐ N/A

* 33. The school ensures that students receive appropriate career counseling and program information regarding availability of education and apprenticeship program offerings at technical centers.

- ☐ Yes
☐ No
☐ N/A

* 34. The school follows the requirements in [16 V.S.A. §1545](#) in regards to credits and grades earned in an approved technical education course or in an approved technical education program.

- ☐ Yes
☐ No
☐ N/A

2120.7 Federal and State Entitlements

- * 35. School ensures that students are furnished educational and other services in accordance with state and federal entitlements.

☐ Yes
☐ No

- * 36. School ensures that no students in a public school, nor any student educated through payment of public tuition funds, are excluded from participation in, denied the benefits of, or are subject to discrimination under any educational program or activity receiving federal or state funds as the result of, or based upon, the student's race, gender, color, creed, national origin, marital status, sexual orientation, or solely by reason of handicap or disability, or any other reason set forth in state or federal non-discrimination requirements.

☐ Yes
☐ No

2120.8.1 School Leadership

- * 37. Roles and responsibilities of school's leadership, including the school board, superintendent and principal or technical center director are clearly delineated so that there is no duplication of effort or misunderstanding about authority.

☐ Yes
☐ No

- * 38. All school leaders have sufficient time to carry out their responsibilities in order to focus on improving student learning.

☐ Yes
☐ No

- * 39. Leadership supports teaching and learning by: (check all that apply)

- ☐ Providing for a safe and orderly management of the school
☐ Providing appropriate professional development linked to the action plan
☐ Providing supervision and evaluation of staff
☐ Developing, implementing, coordinating and revising the curriculum
☐ Providing an environment that inspires academic achievement

- * 40. Leadership at all levels encourages parental and community involvement.

☐ Yes
☐ No

- * 41. School employs a licensed principal who is responsible for the day-to-day leadership of the school and is answerable to the superintendent in performance of his/her duties.

- ☐ Yes
☐ No

* 42. Schools with 10 or more full-time equivalent teachers employ a full-time licensed principal. Schools with fewer than 10 FTE teachers employ a licensed principal on a pro-rata basis.

- ☐ Yes
☐ No

2120.8.2 Staff

* 43. All professional staff are licensed and appropriately endorsed and have had adequate academic preparation and training to teach or provide services in the areas to which they are assigned.

- ☐ Yes
☐ No

* 44. School maintains elementary class size ratio requirements. See [School Quality Standard 2120.8.2\(b\)](#) for specific requirements.

- ☐ Yes
☐ No
☐ N/A

* 45. School maintains secondary class rolls requirements. See [School Quality Standard 2120.8.2\(c\)](#) for specific requirements.

- ☐ Yes
☐ No
☐ N/A

* 46. Schools with over 300 students have at least one full-time library-media specialist and sufficient additional staff to carry out the program. Schools with fewer than 300 students employ a specialist in an approximate proportion to the number of students in the school to 300.

- ☐ Yes
☐ No

* 47. What number of FTE library-media specialists are employed by the school?

* 48. School employs sufficient and qualified special education staff as are needed to identify students eligible for special education services and to implement each eligible student's Individual Education Plan and Section 504 plan.

- ☐ Yes
☐ No

*** 49. School employs instructional and administrative staff who possess the knowledge and skills to implement the Framework or comparable standards.**

- ☐ Yes
☐ No

*** 50. The school uses such methods as staffing patterns, scheduling, distance learning, computer technology and partnerships with higher education, businesses and human services agencies to maximize the effectiveness of staff.**

- ☐ Yes
☐ No

*** 51. School takes class size and composition into account when placing professional staff appropriately in their first two years of employment.**

- ☐ Yes
☐ No

2120.8.3 Comprehensive System of Support Services

*** 52. School has a comprehensive system of support services in place, including an Educational Support Team, designed to assist all students in working toward attainment of the Framework standards or comparable standards.**

- ☐ Yes
☐ No (please describe the progress your school is making toward meeting this standard)

--

*** 53. School's comprehensive system of support services is designed to prevent or mitigate factors which may interfere with student learning.**

- ☐ Yes
☐ No

*** 54. School comprehensive support system: (check all that apply)**

- ☐ Increases the ability of the general education system to meet the needs of all students, including those who require additional assistance in order to succeed or be challenged
- ☐ Is integrated with the general education curriculum
- ☐ Provides a range of support and remedial services, including instructional and behavioral interventions

and accommodations

☐
☐

Provides needed student support regardless of eligibility for categorical programs

Involves families, community supports and the system of health and human services

- * **55. School's comprehensive system of support services is designed to ensure that students receive the specialized or intensive support they may require to work toward attainment of the standards contained in the Framework or comparable standards.**

- ☐ Yes
☐ No

2120.8.4 School Counselors

- * **56. The school has a counseling program that is available to all students in grades K-12.**

- ☐ Yes
☐ No

- * **57. The school counseling program addresses students' academic, career, personal and social development.**

- ☐ Yes
☐ No

- * **58. The program is aligned with work of other professionals in the school setting, as well as those in other educational and human service agencies.**

- ☐ Yes
☐ No

- * **59. At the elementary level, there are no more than 400 students per school counselor. Schools with fewer than 400 students employ a counselor at least proportionate to the ratio of the number of students to 400.**

- ☐ Yes
☐ No
☐ N/A

- * **60. At the secondary level, there are not more than 300 students per school counselor. Schools with fewer than 300 students employ a counselor at least proportionate to the ratio of the number of students to 300.**

- ☐ Yes
☐ No
☐ N/A

* 61. What number of FTE school counselors are employed by the school?

2120.8.4 Health Services

* 62. Health services are available to all students.

- ☐ Yes
☐ No

* 63. These health services: (check all that apply)

- ☐ Include health appraisal, counseling, communicable disease control, and emergency and first aid care
☐ Were developed in accordance with the school district's written policies and procedures that were developed in collaboration with parents and community health resources
☐ Comply with requirements of state law relative to vision and hearing screening, immunization, and child abuse reporting and federal law relating to invasive physical examinations in accordance with the Protection of Pupil Rights Act, 20 U.S.C 1232h
☐ N/A (Health services not made available to students)

* 64. School engages the services of a licensed school nurse or associate school nurse and specifies in writing his or her duties. There are no more than 500 students per school nurse. Schools with fewer than 500 students shall employ a nurse at least proportionate to the ratio of the number of students to 500.

- ☐ Yes
☐ No

* 65. Notwithstanding the ratios above, the school provides for sufficient coverage by a school nurse or an associate school nurse to develop individual health care plans (IHPs), train staff on the implementation of the IHPs, and ensure appropriate administration of medication.

- ☐ Yes
☐ No

* 66. What number of FTE school nurses/associate school nurses are employed by the school?

2120.8.6 Interagency Teams

* 67. School participates in interagency teams as required by [33 V.S.A. §4304](#) and other requirements of law.

- ☐ Yes
☐ No

*** 68. Students at this school meet requirements for graduation if they:**

a. Demonstrate that they have attained or exceeded the standards in the Framework or comparable standards as measured by results on performance based assessments

or

b. Successfully complete at least 20 Carnegie units including at a minimum: 4 yrs. English language arts; 3 yrs. science; 3 yrs. math; 3 yrs. civics, history, and the social sciences (1 yr. of which is U.S. history and government); 1 yr. of the arts; 1½ yrs. physical education

or

c. Some combination of (a) and (b) that demonstrates that the student has attained or exceeded the Framework or comparable standards.

- ☐ Yes
☐ No
☐ N/A

*** 69. Students with limiting disabilities receive an individual multi-year plan that leads to completion of the graduation requirements.**

- ☐ Yes
☐ No
☐ N/A

2120.8.8 Instructional Practices

*** 70. School uses a range of research-based instructional practices that most effectively influence student learning as identified by national and Vermont research and any other data locally collected and analyzed.**

- ☐ Yes
☐ No

*** 71. Practices include opportunities for applied learning, emphasizing the connections between what is learned in school and how that knowledge is used in life experiences both in and outside of school.**

- ☐ Yes
☐ No

2120.8.9 Curriculum, Leadership, Content and Coordination

*** 72. Each school's written curriculum is: (check all that apply)**

- ☐ Aligned with the Framework (of which the [Grade Expectations](#) are an important extension)
- ☐ Coordinated across all grades
- ☐ Coordinated with the curriculum of other schools within the supervisory union, including between sending high schools and technical centers
- ☐ Designed to meet the needs of all students
- ☐ Revised as warranted based on periodic review of student performance results, learning opportunities data, new research and updated content knowledge

*** 73. Select the content areas for which your school has developed a written curriculum in grades K-8: (check all that apply)**

- ☐ English Language Arts (including reading and writing)
- ☐ Math
- ☐ Science
- ☐ Social studies (including civics, history, and learning experiences in Vermont history and governance)
- ☐ Arts
- ☐ Physical Education
- ☐ Comprehensive Health
- ☐ Family and Consumer Science (Grades 7-8 only)
- ☐ Design and Technology Education (Grades 7-8 only)
- ☐ N/A

*** 74. Select the content areas for which your school has developed a written curriculum in grades 9-12: (check all that apply)**

- ☐ English Language Arts (including reading and writing)
- ☐ Math
- ☐ Science
- ☐ Civics, History and Social Studies
- ☐ Arts
- ☐ Physical Education
- ☐ Comprehensive Health
- ☐ Technology Education
- ☐ World Languages
- ☐ Family and Consumer Science
- ☐ Design and Technology Education
- ☐ Business
- ☐ Driver and Traffic Safety Education
- ☐ N/A

* 75. School provides opportunities, appropriate to age and ability, for students to engage in service learning, develop leadership skills and participate in cultural programs.

☐ Yes

☐ No

* 76. School provides supplemental learning opportunities to students in all grades who exceed these performance standards.

☐ Yes

☐ No

* 77. School offers a research-based alcohol, tobacco or other drug prevention program, aligned with the Framework, that meets the requirements of [16 V.S.A. §909](#) and [Rule 4213.1](#).

☐ Yes

☐ No

* 78. School provides comprehensive health education for all students in accordance with [16 V.S.A. §§131](#) and [906\(b\)\(3\)](#).

☐ Yes

☐ No

* 79. School integrates technology into the curriculum.

☐ Yes

☐ No

Kindergarten

* 80. Kindergarten program provides a literacy program that includes language and literature components, instruction in phonological awareness, and a foundation in mathematics.

☐ Yes

☐ No

☐ N/A

* 81. Kindergarten program is coordinated with the grades 1-6 program and, where applicable, with its early education programs and other early education programs as appropriate.

☐ Yes

☐ No

☐ N/A

Elementary/Middle

- * 82. The grade 1-3 program provides highly effective, research-based reading instruction to all students designed to enable them to meet standards for third grade reading proficiency by the end of grade 3.

☐ Yes
☐ No
☐ N/A

- * 83. For students whose reading performance falls below the level expected in order to achieve third grade reading proficiency, the school works to improve the reading skills by providing additional research-based reading instruction to the student and support and information to the parents and other family members.

☐ Yes
☐ No
☐ N/A

84. Schools with grades K-6 provide students with the arts at least twice weekly, or the equivalent thereof.

☐ Yes
☐ No
☐ N/A

- * 85. Schools with grades K-8 provide students with physical education at least twice weekly, or the equivalent thereof.

☐ Yes
☐ No
☐ N/A

- * 86. Schools with grades 7-8 provide students with one half year (60 hours) of study for each of the following content areas: (check all that apply)

☐ Arts
☐ Family & Consumer Sciences
☐ Design and Technology Education
☐ N/A

- * 87. Grade K-8 program provides opportunities for all students to become literate in using educational technology.

☐ Yes

- ☐ No
☐ N/A

*** 88. Grade 7-12 program offers a variety of options such as, but not limited to, athletics, drama, music, student government, peer leadership, journalism, special interest clubs and organizations, and community projects.**

- ☐ Yes
☐ No
☐ N/A

High School

*** 89. Grade 9-12 program offers the equivalent of at least four years of study in all of the following content areas: (check all areas in which school offers four years of instruction)**

- ☐ English/language arts
☐ Math
☐ Civics, history and social sciences
☐ Science
☐ World Languages
☐ Arts
☐ Physical Education
☐ N/A

*** 90. Grade 9-12 program offers a variety of additional elective courses.**

- ☐ Yes
☐ No
☐ N/A

*** 91. Grade 9-12 program makes available courses in the following content areas: (check all areas in which your school offers instruction)**

- ☐ Family & Consumer Sciences
☐ Business
☐ Driver & Traffic Safety Education
☐ Technology Education (applied learning)
☐ Technical Education (either in the high school or the technical center)
☐ N/A

*** 92. Grade 9-12 program provides students with opportunities for advanced course work such as Advanced Placement courses and college level courses.**

- ☐ Yes
- ☐ No
- ☐ N/A

2120.8.10 Educational Materials

- * **93. Students have access to current educational materials including textbooks that support students in meeting or exceeding the Framework or comparable standards.**

- ☐ Yes
- ☐ No

2120.8.11 Library

- * **94. Library programs are available to all students.**

- ☐ Yes
- ☐ No

- * **95. School has adopted and maintains a written plan that: (check all that apply)**

- ☐ Provides for the planned growth of library media resources
- ☐ Ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of print and non-print materials sufficient and appropriate to support all students in meeting or exceeding the Framework or comparable standards
- ☐ Provides students access to the library on a regular basis to use materials for reading, research and training in the skills needed to use the library effectively
- ☐ Ensure that the classroom curriculum is supported by necessary print and non-print materials
- ☐ Ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize and present information and ideas in the context of specific subject areas
- ☐ Addresses the selection of library materials and a process for handling complaints

2120.8.12 School Facilities and Learning Environment

- * **96. School maintains a safe, orderly, civil and positive learning environment, free from hazing, harassment and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced.**

- ☐ Yes
- ☐ No

*

- 97. School is in full compliance with all state and federal fire, health, safety and architectural**

standards.

- ☐ Yes
☐ No

*** 98. School provides a learning environment free from overcrowding and free from environmental distractions or dangers.**

- ☐ Yes
☐ No

*** 99. School has developed a comprehensive plan for responding to student misbehavior as required by [16 V.S.A. §1161a\(a\)](#) and that addresses student behavior, language, classroom attendance, clothing and treatment of property as well as consequences for violations of policy and is clearly and consistently enforced. School observes due process requirements as stated in [Rule 4300](#) et seq.**

- ☐ Yes
☐ No

*** 100. School has developed and implemented a system of maintaining student records that is in compliance with this standard and with all other state and federal requirements.**

- ☐ Yes
☐ No

*** 101. School has adopted and implemented policies consistent with federal Protection of Pupil Rights Act, 20 U.S.C. 1232h regarding surveys, analyses and evaluations.**

- ☐ Yes
☐ No

2120.8.13 Access to Current Technology

*** 102. The school provides access to a variety of up-to-date information, assistive and other technology. School has adopted and implemented written policies on electronic resources, acceptable Internet usage and procedures for handling complaints. The school also provides access to state and national learning resources through electronic information sources.**

- ☐ Yes
☐ No

SCROLL DOWN FOR SIGNATURE PAGE.

SIGNATURE PAGE

School Quality Standards Status Report 2006-07

BEFORE submitting your Report, please:

1. Review your responses. You will not be able to return to the survey and make changes once you click "SUBMIT" at the bottom of this page.

2. Check to ensure that you answered all questions.

3. **PRINT OUT** a hard copy of the report by clicking the "Print Status Report" button below. (It might be wise to print out multiple copies of the entire status report as it will not be accessible after your click "Submit.") The hard copy of the signature portion of the report must be signed by school principal, district superintendent and school board chair and mailed to the Department by February 16, 2007.

Mail to: Kathy Blanchard, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501

School Principal: _____

District Superintendent: _____

School Board Chair: _____

*** 103. Please provide the following information about your school.**

School Name _____

School Principal _____

School Code _____

Thank you for taking the time to complete your school's status report. Please contact Susan Hayes (susan.hayes@state.vt.us; 802-828-5892) or Kathy Blanchard (kathy.blanchard@state.vt.us; 802-828-5404) or with any questions.

Print Status Report

SUBMIT